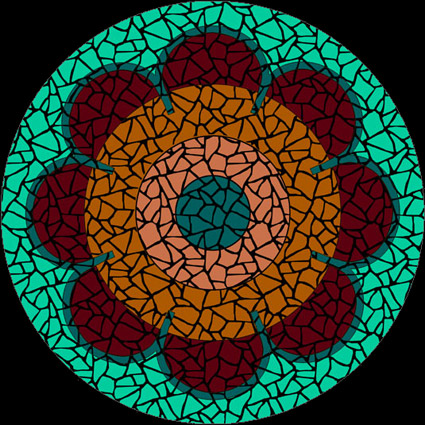
**Mosaic**

**of Reading Strategies**

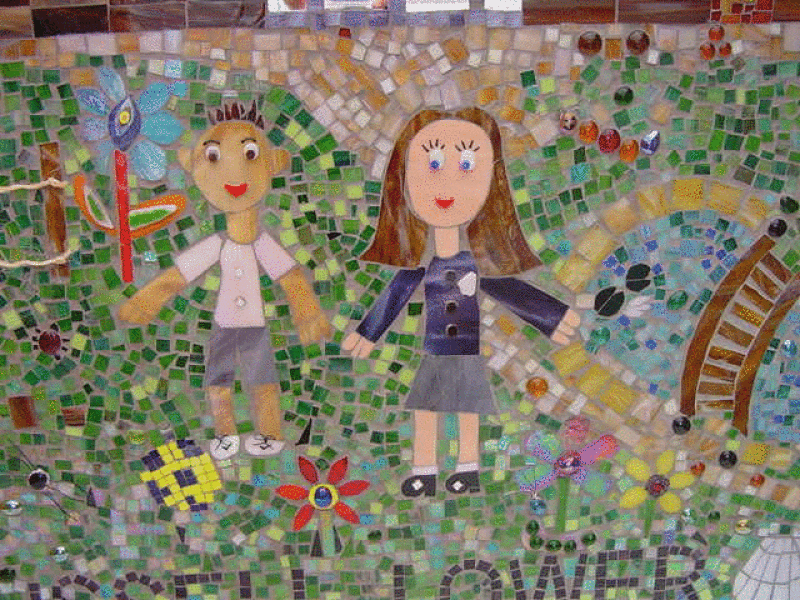
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**Putting the Pieces Together**

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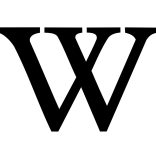
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# http://www.naturemoms.com/blog/wp-content/uploads/2009/09/mosaic-tiles.jpgWebsites

[www.eduplace.com/graphicorganizer/index.html](http://www.eduplace.com/graphicorganizer/index.html)

<http://www.busyteacherscafe.com/>

<http://busyteacher.org/>

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**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Guess-Check-Prove It!**

**Before** reading the text, look at the title, cover illustration, flip through the pages, and read the synopsis on the back cover.

What do you think the book will be about? What makes you think this?

* Using the **5W’s** (Who? What? Where? Why? When?) **predict** five questions that you think the author will address in the story.
* **Read** the book and look for proof that confirms your predictions.
* **Record** the proof from the story and the page number it is on.

|  |  |  |
| --- | --- | --- |
| **Predictions** | **Proof** | **Page** |
| **Who** |  |  |
| **What** |  |  |
| **Where** |  |  |
| **When** |  |  |
| **Why** |  |  |

**Predicting and Confirming**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_­­­­\_\_ Date: \_\_\_\_\_\_\_\_**

**Title of passage: ­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
|  | **My predictions:** | **What actually happened:** |
| **Beginning** |  |  |
| **Middle** |  |  |
| **End** |  |  |

**Predicting and Confirming**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_­­­­\_\_ Date: \_\_\_\_\_\_\_\_**

**Topic: ­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Page #** | **Make a Prediction** | **Was it right?**  **Yes No** | |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Predicting Chart**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_­­­­\_\_ Date: \_\_\_\_\_\_\_\_**

**Story Title: ­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **What has happened?** | **What will happen next?** | **Why do I**  **think so?** |
|  |  |  |
|  |  |  |
|  |  |  |

**Predict-O-Gram**

1. Select a story that the students haven’t heard or read. Choose several key words from the story.
2. List the words on the chalkboard, chart paper, overhead transparency or SMART Board.
3. Give each student a copy of the Predict-O-Gram graphic organizer. Have a copy on the overhead or SMART Board and use it to model the strategy for the students.
4. Tell the students to predict what will happen in the story by placing the words from the list in the boxes of the chart. Model how to use the Predict-O-Gram by writing two or three words on the chart and telling the students why you made these decisions.
5. Give the students time to write all of the words on their Predict-)-Gram. Take a few minutes to have students discuss reasons for their choices. Then have students read the story.
6. Following reading, have students refer to their Predict-O-Grams to find out how their predictions compare with the text. Tell students they may move words to the correct places on their charts.

****

**Predict-O-Gram**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_­­­­\_\_ Date: \_\_\_\_\_\_\_\_**

**Directions:**

**What do you think these words will be used to tell about? Write them on a square on the Predict-O-Gram. You may have more than one word on a square.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Predict-O-Gram for­­­­­­­­­­­­ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Setting** | **Characters** | **Goal or Problem** |
| **Action** | **Resolution** | **Other Things** |



**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Predict-Read-Check**

**Before** reading a new section of the text, **complete the prediction** box of the outline. As you read, complete the other boxes.

**Predict** what you think you will learn. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Read** the section. Note the page numbers read. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Think** about what the author is saying. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Prediction Confirmation** (Am I on the right track?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Summary** of the things I’ve learned thus far: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Questions** I have about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Word Splash**

For a Word Splash, you will preselect vocabulary important to the text. Students will be familiar with some, but not all, of the words. Arrange the words randomly (“splashed”) on a paper or overhead transparency and show to the students. Read the words with them, and then ask then to make a prediction about what the piece they are about to read will be about. Encourage the students to use the words in their predictions so that they can develop an understanding of the words over the course of the discussion. Next, ask the students to write a prediction summary of the text they are going to read using the words from the word splash. Have them share their prediction summaries in pairs or small groups.

After reading the text, have the students revisit their prediction summary and rewrite the summaries to reflect their understanding of the most important ideas in the text. They are often amazed at how close with original summaries come to the actual text.

\*\*\* Great for Non-Fiction!

**Word Splash Example for Spiders**

Probable Story Passage

This is a great strategy to encourage making predictions. The teacher chooses about 20 words from a story. These words should include characters, setting, problem and solution of the story, as well as some others. The students use the words (as well as others if they need to in order for it to make sense) to complete the Probable Story Passage. You can show them the cover first, or have them complete the activity before viewing the cover. Once they have finished their story passage, use the book as a read aloud. Have the students share their stories with the large group, in small groups, or with a partner. The attached Probable Story Passage works for fiction material, but could easily be adapted for use with non-fiction material as well.

For non-fiction this strategy really helps to activate prior knowledge and make predictions about what a text, lesson, or even unit will be about. Choose several vocabulary words from the book, lesson, or unit and display them. Have the students talk about what they think they will be studying and what they already know about that topic based on the words that you’ve chosen. (see page 11)



Idea: Give the students the list of words at their desk so they can check off the words as they use them.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Probable Story Passage**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

This story takes place \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The main character of the story is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

who \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The problem in the story is when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The problem is solved when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The End

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Probable Article/Text Passage**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

This is what I think the article/text will be about: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I think that because (give at least \_\_\_\_ reasons):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What I already know about this topic:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Was my prediction correct? What surprises were there?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Something new that I learned from reading the article/text:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Word Bank:**

### Anticipation Guide

This strategy helps students anticipate the direction of the text. At the same time you can pre-assess their knowledge of the content.

* To prepare an Anticipation guide, identity the major concepts students will be learning in a particular area. Could be from the selection, the article, the chapter, the unit, etc.
* Develop 3 to 7 statements around the general theme of the material. These statements should be ones that students can agree or disagree with and as well have a column marked unsure that will invite discussion.
* List the statements on a worksheet, make copies and give to students.
* Instruct them to read each statement and mark whether they agree or disagree with it or are unsure.
* Accept all answers and invite some discussion. This will be where you identify misconceptions or student beliefs.
* Read the text or proceed with your instruction.
* After they read or study the content, have the students review their statements. Give them a chance to change their responses based on what they’ve read or learned.

This is a tool to help you with differentiation because you have set students up to know what to look for in the content they’re about to read or the material they’re about to study.

Ex: Hamlet Agree Disagree Unsure

1. Families generally have a member’s best interest in mind. \_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_

2. Power eventually corrupts the people who have it. \_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_

3. Evil often spirals out of control. \_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_

4. Revenge is the only way to gain true justice. \_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_

5. Having a clear goal, and the ambition to achieve it, is

honorable. \_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_

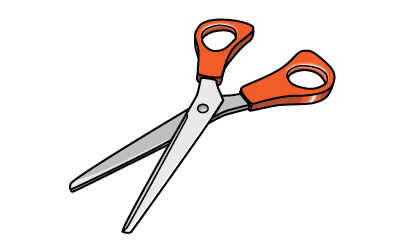
**Cut Up Story**

This strategy is best used with fiction material.

First, break the story into meaningful chunks. Depending on the story, and the age of the students, the number of chunks can range anywhere from about 5 to 12 parts. Give each of the chunks a number. Assign the various parts of the story to the students in your group.

Have the student with chunk #1 read their section aloud to the group. Stop and have the students make a prediction about what is going to happen next, and then have them identify which component(s) they used to make their prediction. The students will definitely rely on what has happened so far in the book, but they also use other components such as “what I know about the character” and even “what I know about the topic”.

The activity continues with the person with chunk #2 reading his or her part. Move through the story, stopping to make predictions and identify what components students used to make predictions. Also, have the student discuss how and why they may have had to readjust their predictions as the story progressed.



**Look At the Connections I Made!**

|  |  |
| --- | --- |
| **I make connections … (What)** | **Where (Page Number)** |
| **to the characters.** |  |
| **to the plot.** |  |
| **to the setting or place.** |  |
| **to visualize, taste, smell, feel, or hear the text** |  |
| **to predict or inter what will happen in the text.** |  |
| **to what I know about a topic or word.** |  |
| **to help me feel emotions related to the text.** |  |
| **to what I know about the text organization and text structure.** |  |

**Making Connections: Self-Assessment and Goal-Setting**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions:**

**(1) Put a check mark by the things you do well as a reader when making connections.**

**(2) Highlight the things you think you need to work on to become a better reader.**

* **I make connections to characters.**
* **I make connections to the plot.**
* **I make connections to the setting or place.**
* **I make connections to visualize, taste, smell, feel, or hear the text.**
* **I make connections to predict or inter what will happen next in the text.**
* **I make connections to what I know about a topic or word.**
* **I make connections to help me feel emotions related to the text.**
* **I make connections to what I know about the text organization and text structure.**

**Choose one highlighted item to improve upon:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Create a plan to improve upon this skill:**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Making Connections – Thinking Hats**

1. Make Thinking Hats for each of the students in your class using six different colors of construction paper. Use the attached pattern. Duplicate one sheet of hats per color. Cut out the Thinking Hats.
2. Attached each Thinking Hat to a craft stick or create laminated cards (depending on the age of the students). On the back of each hat, write one of the following types of connections:
   * Personal experiences
   * School subjects
   * Other books
   * Community
   * General knowledge
   * People
3. Select a story or passage at the students’ independent reading level. Provide students with ample time to read the selection.
4. Divided the class into groups of six.
5. Give a different colored Thinking Hat to each student in the group. Be sure the students understand what is meant by the word on their hats. Then tell the students that the Thinking Hat that they have been given will be their focus for discussion about the story.
6. Give the students time to discuss the story using their Thinking Hats. After they have discussed the story in small groups, have them share their ideas by topic (what is written on the back of the hat). Emphasize the different types of discussions that the Thinking Hats generate.
7. For variety, give each group the same kind of Thinking Hat so that one group has “school subjects”, another “personal experiences”, etc.

**C:\Documents and Settings\shirley.barclay\Local Settings\Temporary Internet Files\Content.IE5\46LKSPM3\MC900089961[1].wmfC:\Documents and Settings\shirley.barclay\Local Settings\Temporary Internet Files\Content.IE5\5W9HQNV7\MC900013411[1].wmfC:\Documents and Settings\shirley.barclay\Local Settings\Temporary Internet Files\Content.IE5\46LKSPM3\MC910217122[1].wmfC:\Documents and Settings\shirley.barclay\Local Settings\Temporary Internet Files\Content.IE5\46LKSPM3\MC910217147[1].wmfThinking Hats**



**Observe or notice**

**What do you wonder?**

**Link it to your life**

**Sketch Connections**

1. Think about the text you are reading and choose something or somebody that interests you and makes you thing about something you know.

**Tip:** If you are reading a non-fiction book, you may select a piece of interesting information that makes you think about connections to something you know. If you are reading a fiction book, you may choose a character, event, setting, problem or resolution that reminds you of somebody or something you have experienced.

1. Draw your interesting character, event, or information in the middle of a blank piece of paper. Leave room around the edge for you to add connections.

**Tip:** You will need to keep referring to the book to reread the information to make sure you included all the details you need in your drawing.

1. Draw lines from your central drawing and add your connections. You can draw and label your connections, or write them, or a combination of both.

**Tip:** Some of these prompts may help you:

* What does this remind me of? or Who does this person remind me of?
* Have I seen or heard of anything (or anybody) like this before?
* This makes me think of …….

**Example:**



This makes me think of the book The Emperor’s Egg. I read it when I wrote my report about Penguins

This story reminds me of my uncle. He likes to hold my baby cousin, Sarah (but not on his feet!)

I saw a picture of father penguins holding their eggs on their feet in a science magazine.

1. If you are having a group discussion, take your drawing and connections along so that you can discuss them with the group members.

Open-Mind Portraits

Purpose:  To help students think more deeply about a character and reflect on story events from the character’s point of view. To help the students make connections.

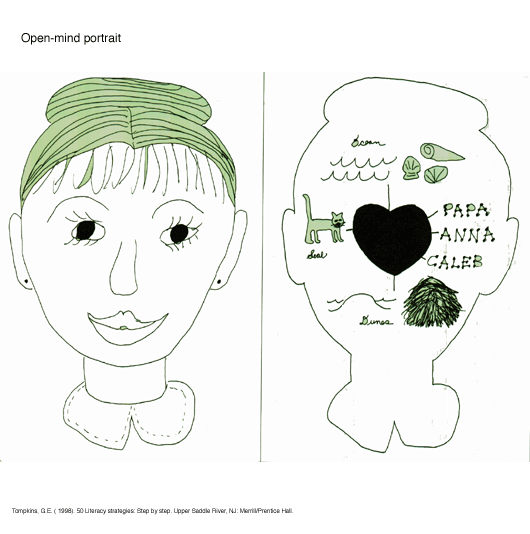
Rationale:  If the students understand the character and their motivation they will develop deeper meaning.

Procedure:

1. Have students draw and color a large portrait of the head and neck of a character in a book they are reading.
2. Have students cut out portrait and attach it with a brad or staple to another sheet of drawing paper.
3. Have students trace around the character's head on the second page.
4. Have students lift the portrait and draw and write about characters thoughts (what’s in their mind) on the second page. Sometimes students add several “mind” pages to show a character’s mind at important parts of the story.
5. Have students share the portraits with classmates and talk about the words and pictures they chose to include in the mind of their character.

Strengths:  Helps clarify what things/thoughts are important to the character.

Example of an Open-Mind Portrait for Sarah, from Sarah, Plain and Tall:



**Knew-New Connections**

This is a great strategy to use with non-fiction.

**Introducing the Strategy:**

Ahead of time, prepare an enlarged **Knew-New Connections** chart similar to the one on the next page.

Explain to the students that when they make connections to things that they already know, that is making connections to background knowledge. That background knowledge is like a file folder of facts that are stored in your brain. The facts that we already have in our file folder help us learn more and add new information to our file folders. We are always updating the information in our file folders. Sometimes a fact in a file folder might be wrong, and when read, we can delete or change the information.

Discuss the difference between the two words: “knew” and “new”. Introduce the text you will be reading, for example at text about tarantulas. Ask the students to find the file folder in their brain on tarantulas and bring it out (activating prior knowledge). Invite the students to share the facts that they already have in their file folder with a partner or the group. Model the strategy by recording your “Knew” information on the Knew-New Connections chart.

Read the text slowly as a group. After each section that is read, have the students decide if the information in that section was ***NEW*** or something that they already ***KNEW***. Read and talk through the text. Each time record your own response on the chart.

**Independent Practice of the Strategy:**

Give each student four sticky notes. Have them label two of the sticky notes with the word **KNEW** and 2 with the word **NEW**. Have each student either choose a book or begin reading the text you are sharing as a group. After each section or paragraph, have the students use one of their sticky notes to label a fact they read as either **KNEW** or is **NEW**, by writing the fact on the sticky note and flagging the place on the page.

Have the students continue reading until they have used up all four sticky notes and the sticky notes are placed in the text. Have them share the **KNEW**s and **NEW**s with a partner.

After the partner discussion, have the students place their sticky notes on the enlarged **Knew-New Connections** chart. Have them respond to the comment on the bottom of the page.

Another option: After the discussion, have students create a **NOW I KNOW** sheet by drawing a picture of the subject and labeling it with the facts they now know.

**On Their Own:**

As the students read non-fiction text, have them use the following chart to record information they **KNEW** (before) and the information that is **NEW** (during) as they read.

**Knew-New Connections**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| I ***KNEW*** this already! | This is ***NEW*** to me! |
|  |  |

**Now … I KNOW!**

**Character Inferences**

|  |  |
| --- | --- |
| Facts About the Character  Character’s Name: | What the Character Says |
| Character’s Actions | Character’s  Thoughts and Feelings |

What I Can Infer About the Character: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Based on graphic organizer by Jerry Johns from Improving Reading

**Making Inferences:**

**Reading Between the Lines**

**Question:** (from the book, our group, or my teacher) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What I know from the *book*: What I know from my *brain*:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## My Inference

(be sure to use at least one “because”)

**Inference Record Form**

Name\_\_\_\_\_\_\_\_\_

When I read, (words from text) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

I think (inference) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(My background knowledge/schema)

**What Word Am I?**

**An Inferencing Game**

**Directions:**

* One student will be chosen as “the guesser.” They will sit under the projector screen or in front of the teacher with their back to him/her. The teacher will flash one word on the screen or show it to the rest of the students.
* Students in the audience will try to describe a time when they felt this way. They may NOT use the word given!
* The guesser will try to guess the word.

**Option:**

* Have the students work in pairs so that one of the pair cannot see the words being presented.
* The teacher with present the words to the students describing a time when they felt this way.
* The other students will try to guess the word.

**Examples of words that could be used:**

* Emotion words: mortified, ecstatic, devastated, triumphant, etc.
* Scenarios: **What’s Happening?**
  1. When I woke up, there were branches and leaves all over the yard.
  2. We bought tickets and some popcorn.
  3. I forgot to set my alarm clock last night.
  4. A student yawns several times.

**Inference Answer Key**

1. There was a big storm the night before.
2. We were going to a movie.
3. I overslept.
4. They are tired.
5. They are tired.
6. They do not have a pen and they are stealing.
7. They will go to study hall.
8. They will get in trouble.
9. They got hurt or were picked on.
10. She plays well.
11. It was raining outside.
12. It was warm winter weather.
13. It was someone’s birthday.
14. I broke my arm.
15. The baby was hungry/needed to be changed/was hurt.
16. The cat was happy/someone was petting the cat.
17. Someone is at the door.
18. I am younger than my sister.
19. I am going to a wedding/church/someplace fancy.
20. I stubbed my toe.
    1. A student falls asleep.
    2. One student takes a pen from a classmate's desk.
    3. A group of students has not completed homework.
    4. Three students leave the room without permission.
    5. A student returns from recess crying.
    6. Mary plays her flute for 2 hours every day.
    7. Sharon grabbed her rain coat and her umbrella.
    8. The children built a snowman.
    9. We lit the candles on the cake.
    10. I got a cast on my arm.
    11. The baby was crying.
    12. The cat was purring.
    13. The doorbell rang.
    14. I can wear my sister’s hand-me-down clothes.
    15. I put on my best clothes and shoes.
    16. I was hopping on one foot and crying.

**Question-Answer-Relationships (QAR)**

1. QAR is way that teachers can differentiate their instruction for their students. Essentially, it is a way that helps students to monitor their comprehension of the text using different levels of questioning.
2. It can be used with both non-fiction and fiction texts.
3. There are four types of questions: In the Book and In My Head.
4. In the book questions – two types:
   1. “Right there” questions – the answer is found right in the book – in one spot, and it can be specifically pointed to – these are very literal questions
   2. “Think, Search, and Find” questions – the answer is also found in the text, but the reader to search for it and find it in different spots in the text – these questions require more synthesis
5. In my head questions – also two types:
   1. “Author and Me or You” questions – you cannot find the answer in the text. You have to have read the text and use the information you gained to come up with an answer – these questions ask the students to infer
   2. “On My Own” questions – for this type of question you don’t have to have read the text to formulate an answer. The questions will refer to an idea touched on in the text, but you have to use your personal knowledge to be able to provide an answer – here is where the students will be making connections

|  |  |
| --- | --- |
| **In-the-Book Questions** | **In-My-Head Questions** |
| open%20book***Right There Questions***   The answer is in the text. The words used to make up the question and words used to answer the question are found in the same sentence. | thinking%20about%20reading***Author and Me Questions***   The answer is not in the story. You need to think about what you already know, what the author tells you, and how it fits together. |
| ***Think%20and%20SearchThink, Search***, ***and Find***  The answer is in the selection, but you need to put together different pieces of information to find it. The answer comes from different places in the selection. | On%20My%20OwnOn My Own The answer is not in the text. You can answer the question without even reading the text. The answer is based solely on your own experiences and knowledge. |

**Back to Back Game with QAR**

Read the story to/with the students. Students stand back to back with a partner. The teacher reads questions from each of the four categories. Individually, partners decide which type of question it is and perform the action for that type: Right There – use one hand to point to the palm on the other hand; Think, Search and Find – put hand over eyes in searching fashion; Author and Me – make book with hands and then point to self; On My Own – make a smiling shape with hands in front of face. Have student turn and talk to their partner, discussing what type of question they thought it was and why. Discuss as a large group.

**Questions I Have**

|  |  |
| --- | --- |
| **I ask questions …** | **The questions I have …** |
| **to clarify something in the text or a text feature.** |  |
| **to help me understand vocabulary.** |  |
| **to help me find specific information in the text.** |  |
| **to help me connect to the ideas or characters in the text.** |  |
| **to put myself in the text by using my senses (visualizing, tasting, smelling, and feeling).** |  |
| **to understand choices the author made when writing the text.** |  |
| **to help me understand the text organization and text structure.** |  |
| **to summarize what I read.** |  |
| **to help me extend my learning beyond the text.** |  |
| **to help me understand a character or an object.** |  |
| **to help me predict.** |  |

**Questioning: Self-Assessment and Goal-Setting**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions:**

**(1) Put a check mark by the things you do well as a reader when questioning.**

**(2) Highlight the things you think you need to work on to become a better reader.**

* **I ask questions to help me clarify something in the text or a text feature.**
* **I ask questions to help me understand vocabulary.**
* **I ask questions to find specific information in the text.**
* **I ask questions to help me connect to the ideas or characters in the text.**
* **I ask questions to put myself in the text by using my senses (visualizing, tasting, smelling, and feeling).**
* **I ask questions to understand choices the author made when writing the text.**
* **I ask questions to help me understand the text organization and text structure.**
* **I ask questions to summarize what I have read.**
* **I ask questions to extend my learning beyond the text.**
* **I ask questions to help me understand a character or an object.**
* **I ask questions to help me predict.**

**Choose one highlighted item to improve upon:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Create a plan to improve upon this skill:**

1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Q-Matrix**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **is** | **did** | **can** | **would** | **will** | **might** |
| **Who** |  |  |  |  |  |  |
| **What** |  |  |  |  |  |  |
| **Where** |  |  |  |  |  |  |
| **When** |  |  |  |  |  |  |
| **How** |  |  |  |  |  |  |
| **Why** |  |  |  |  |  |  |

Have students use the question stems in the Q-matrix to develop their own questions. The simplest form of question is in the upper left, such as “Who is the main character?” The more complex the question, the further it moves down and the further it moves right so that the most complex questions are in the bottom right-hand corner. For instance, “How might Jesse have felt when Leslie gave him the paint set?” (***Bridge to Terabithia***) or“Why will the society return to books?” (***The Last Book in the Universe***).

Once students are comfortable developing various levels of questions, have them first develop a question using the matrix and then revise the question using a verb from Bloom’s taxonomy (e.g., explain, compare, analyze, evaluate). This step-by-step approach will provide the scaffolding that some students need in order to internalize the meaning of “test-taking” vocabulary, such as the Bloom’s verbs used in standardized test questions.



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Event** | **Situation** | **Alternatives** | **people** | **Reasons** | **Means** |
|  | ***what*** | ***where/***  ***when*** | ***which*** | ***who*** | ***why*** | ***how*** |
| **Present** |  |  |  |  |  |  |
| ***is*** |
| **Past** |  |  |  |  |  |  |
| ***did/was*** |
| **Possibility** |  |  |  |  |  |  |
| ***can*** |
| **Probability** |  |  |  |  |  |  |
| ***would*** |
| **Prediction** |  |  |  |  |  |  |
| ***will*** |
| **Imagination** |  |  |  |  |  |  |
| ***might*** |
| **Decision/****Choice** |  |  |  |  |  |  |
| ***should*** |

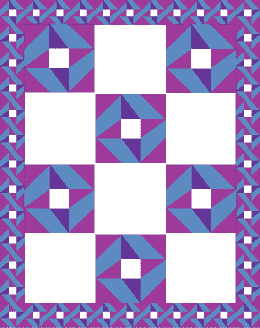
THE Q-Matrix

**Q-Matrix**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **is** | **did** | **can** | **would** | **will** | **might** |
| **Who** |  |  |  |  |  |  |
| **What** |  |  |  |  |  |  |
| **Where** |  |  |  |  |  |  |
| **When** |  |  |  |  |  |  |
| **How** |  |  |  |  |  |  |
| **Why** |  |  |  |  |  |  |

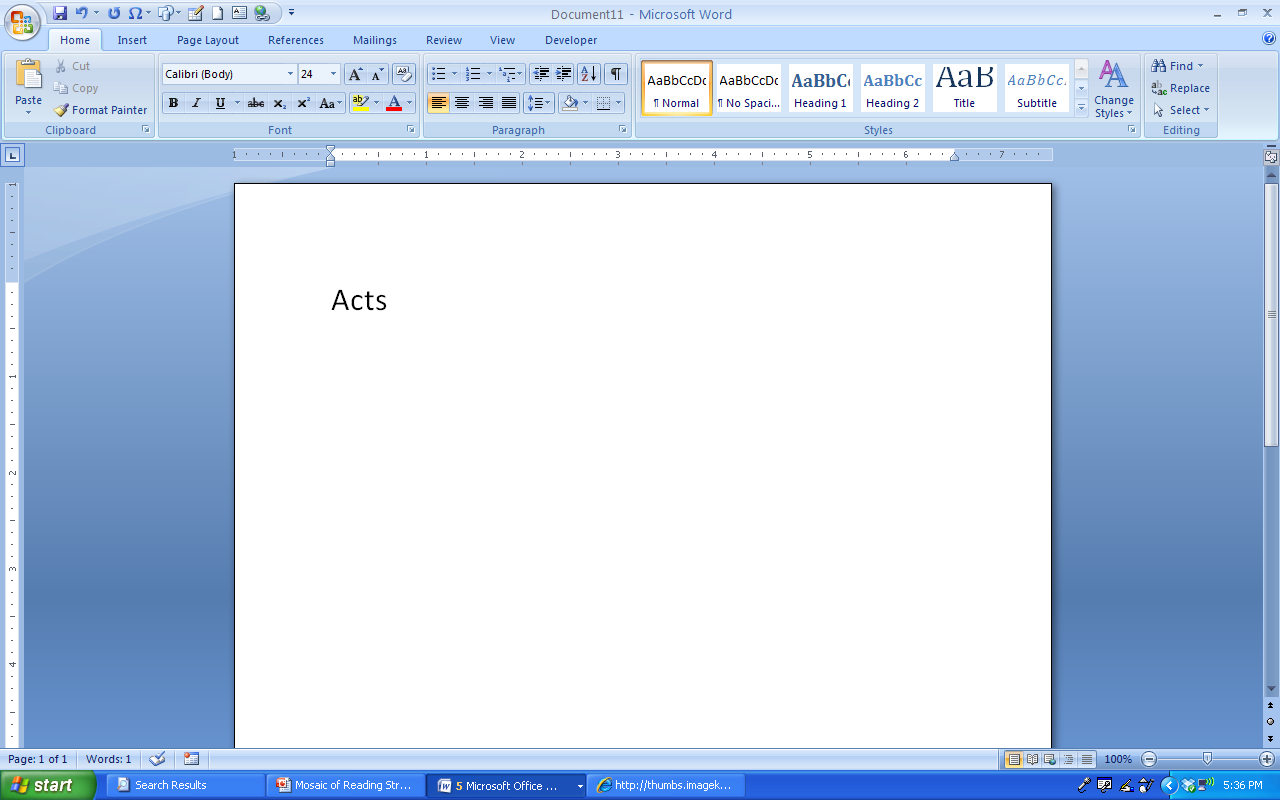
**Character/Setting Quilt**

**Character Quilt:**

Students write words for the following categories, related to the main character of the book they are reading or one that you have shared with the whole class:

* What the character looks like
* What the character feels (emotions)
* What the character smells
* What the character tastes
* What the character hears
* Other options:
  + What the character says
  + How the character acts
  + What the character touches

You only need four categories for this activity – one for each corner of the quilt square.

Students fold in the corners of a piece of square drawing paper so that they meet in the center, creating four triangles on the outside and a box in the center. A detailed picture of the character is drawn in the center square. On the four corners the students write their descriptions according to the categories they choose or were given.

To use the same activity to make a **“Setting “Quilt”,** categories would be:

* Climate
* Hear
* Feel
* See
* Smell

In the center, the student draws a picture of the setting. By using the senses, the students are better able to visualize an important setting from the book.

Character

Picture

Hears

Sees

Says

Example:

On the backside of the quilt piece

students write the title of the book

and the character’s name. Display as

**“Character Quilt”.**

**Scene It!**

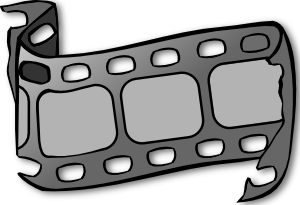
This activity is very useful for helping students to visualize the events in a text and to use visualizing to remember what has happened previously.

It can be done while students are reading, but is best done as a follow-up activity after reading.

Students can work in pairs or teams if the text or book is one that they all have read.

They need to identify the 6-10 most important events from the story and sketch then on drawing paper like a movie reel.

After they complete their illustrations, they should go back and write a sentence or two that describes what happened in each scene.

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**Draw to Remember**

This activity encourages students to use visualization to remember events, the setting of the story, or specific story elements. For non-fiction text it can be used for the students to remember important facts from different sections of the text.

It can be done with a short read aloud or kept over time as you read aloud a chapter book.

Give students a large drawing paper and have them fold it in hang lengthwise (like a hotdog). Instruct them to make three or four vertical cuts on the front flap from the edge to the center fold.

**Draw to Remember Events:**

While you are reading or just after you read, ask student to sketch (on the front flap of their paper) an image from the story that show a major event.

They then open up the section and write a brief summary of what is happening in the picture on the above flap.

The picture they draw serve as reminders while they write the summaries.

If the story has lots of sections, the students could draw on the flap and then write on the back of that flap. In that way they would be able to use the bottom layer to draw another sketch and then write on the back of it.

**Draw to Remember Setting:**

This variation focuses on setting and helps students pause and use text clues and their own mental imagery to fully imagine where a story occurs.

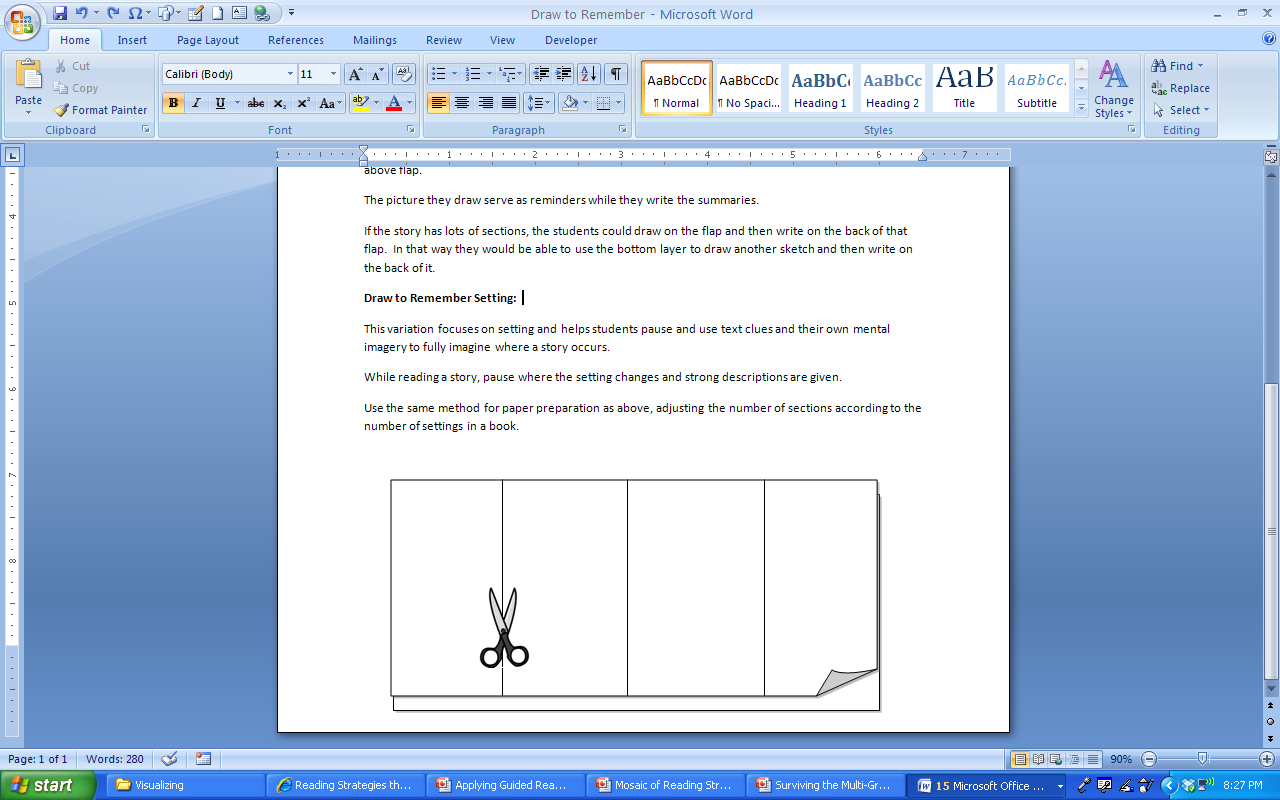
While reading a story, pause where the setting changes and strong descriptions are given.

Use the same method for paper preparation as above, adjusting the number of sections according to the number of settings in a book.

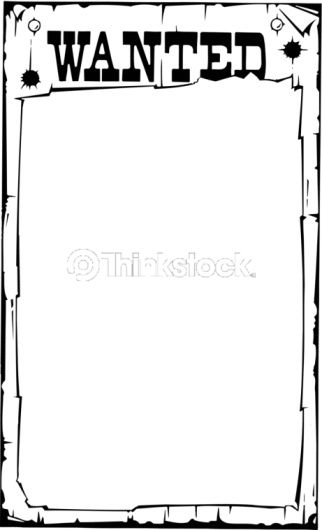
**Draw to Remember – Non-Fiction:**

This variation focuses on the images that come to the students’ minds as they read facts in the text.

Have the students pause after reading sections of the non-fiction text. This is a good way to get them to focus in on text features.

Using the same method as described above, adjust the number of sections according to the number of “sections” or text features you want to focus on.

Inside the flap, the students write the important facts from the section.



**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Age: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Description: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Draw a picture of the character here.**

**Get the GIST**

This is a summarizing strategy that requires the students to pare down the information that they have talked about or read into 10 words or less (or more with older students). The process assists students in better comprehension of content materials. It is a very versatile strategy that can be used with both expository and narrative text and is an effective tool to use in the content areas.

The key questions that the students are asked to consider are:

1. Who or what is the paragraph mostly about?
2. What is the most important thing about the “who” or “what”?
3. Put together the answers and tell the main idea in 10 (20) words or less.

There are different methods of creating a “GIST” Summary with your students:

**Option #1:**

1. Distribute a short piece of text that is divided into four or five sections. Sections should mark logical summarizing spots. The end of each section should be identified with the word **STOP**.
2. Explain the GIST format—Read a portion of the text, stop, write a summarizing statement for each portion so that at the end of the reading, students should have a concise summary.
3. Introduce the text by connecting with students’ prior knowledge. Identify key vocabulary words.
4. Read aloud the first passage.
5. Lead class discussion and make note of key ideas.
6. Craft a GIST statement. Students write the sentence in notebooks or journals.
7. Read aloud the remaining passages and complete the above sequence for each section.
8. Combine the GIST statements into a concise summary of the material.

**Option #2:**

This format combines the Journalists’ Questions with the 20-word GIST. Before asking students to create their own GIST Summaries, model the process detailed below.

Steps:

1. Select content-related newspaper articles for students to read. Allow students to work in pairs as they learn the strategy.
2. Students read the article and identify the 5 Ws and an H on the GIST template.
3. Using the 5 Ws and an H as a reference, students write 20-word summaries (GISTs).
4. Once students have mastered writing a GIST using articles, the strategy is then applied to content area texts to support comprehension and summarizing skills.

**Sum It Up**

You have students imagine they are placing a classified ad or sending a telegram, where every word used costs them money. Tell them each word costs 10 cents, and then tell them they can spend "so much." For instance, if you say they have $2.00 to spend, then that means they have to write a summary that has no more than 20 words. You can adjust the amount they have to spend, and therefore the length of the summary, according to the text they are summarizing.

You can use this strategy to have the students summarize:

1. A chapter or chapters
2. An article
3. A handout
4. A primary source
5. Etc.

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S u m I t U p

|  |  |
| --- | --- |
| **NAME** | **DATE** |
| **TITLE of READING SELECTION** | |

1. Read the selection and underline the key words and main ideas. Write these in the blank area below where it says “Main Idea Words.”

2. At the bottom of this sheet, write a one-sentence summary of the article, using as many main idea words as you can. Imagine you only have $2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

**Main Idea Words:**

*“Sum It Up” for* **$2.00**

\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

**The Elements of THIEVES – a previewing strategy**

**Title**

* What is the title?
* What do I already know about this topic?
* What does this topic have to do with the preceding chapter?
* Does the title express a point of view?
* What do I think I will be reading about?

**Headings**

* What does this heading tell me I will be reading about?
* What is the topic of the paragraph beneath it?
* How can I turn this heading into a question that is likely to be answered in the text?

**Introduction**

* Is there an opening paragraph, perhaps italicized?
* Does the first paragraph introduce the chapter?
* What does the introduction tell me I will be reading about?
* Do I know anything about this topic already?

**Every first sentence in the paragraph**

* What do I think this chapter is going to be about based on the first sentence in each paragraph?

**Visuals and vocabulary**

* Does the chapter include photographs, drawings, maps, charts, or graphs?
* What can I learn from the visuals in a chapter?
* How do captions help me better understand the meaning?
* Is there a list of key vocabulary terms and definitions?
* Are there important words in boldface type throughout the chapter?
* Do I know what the boldfaced words mean?
* Can I tell the meaning of the boldfaced words from the sentences in which they are embedded?

**End-of-chapter questions**

* What do the questions ask?
* What information do they earmark as important?
* What information do I learn from the questions?
* Let me keep in mind the end-of-chapter questions so that I may annotate my text where pertinent information is located.

**Summary or So What?**

* What do I understand and recall about the topics covered in the summary?
* So What Happened?



**Becoming THIEVES**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**T** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**H** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**E** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**V** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**E** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**S** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PEEK – a previewing strategy**

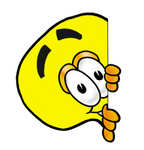
This is an alternative to THIEVES and is for younger students. The acronyms stands for:

**P – Pictures** – Before reading we look at all the pictures to get our brains focused on what the story/page is about and what might be important.

**E – Every Heading** – The information on a page is sometimes organized into sections. Reading the titles and headings on the pages helps get our brains focused on the information.

**E – Ending** – Sometimes the end of a book or a chapter retells important facts. Reading the ending first can help to focus our brains on what information might be important.

**K – Know Now?** – What do we know now? What do we know about this book/page?



**Taking a PEEK**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**P** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**E** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**E** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**K** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Group Retelling Game**

|  |  |
| --- | --- |
| 1. **This story is about …** | 1. **The main character is …** |
| 1. **His/her problem is …** | 1. **The first thing that happens is …** |
| 1. **The second thing that happens is …** | 1. **The problem is solved when …** |
| 1. **At the end of the story …** | 1. **I liked the part when …** |

Create a game card set from the prompts below. Each member of the group draws one or more cards until all of the cards are distributed. Students take turns retelling their assigned parts of the story.

**SOMEBODY WANTED BUT SO THEN**

**SWBST** is a graphic organizer tool for examining a piece of narrative writing. It allows the writer to summarize the elements of a story and develop the summary into a retelling of the story.

1. The writer first makes a brief note outline of the important elements based on SWBST.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SOMEBODY | WANTED | BUT | SO | THEN |
| This part states the setting. It  introduces the main character, the SOMEBODY | This section addresses the theme and plot.  It states the main idea by describing what the SOMEBODY, the main character, WANTED. | BUT states the problem or conflict that the main character has while trying to get what he or she WANTED. | SO describes the three main events that happened in the story as the SOMEBODY tries to solve the conflict or problem. | THEN tells how the problem is solved during the resolution or conclusion of the story. |
| EXPOSITION  This part of the plot gives background information about characters and setting. It sets the scene for the conflict. | | RISING ACTION  In this part of the story the plot becomes more complicated and the conflict is introduced. | The RISING ACTION leads to the CLIMAX, or turning point of the story. This is the highest point of interest. | The FALLING ACTION follows the climax. The author reveals the result of the conflict and tells what happened after the climax.  The RESOLUTION gives the final outcome of the story. This is sometimes referred to as DENOUEMENT, the final events or solution. |

2. After making notes in the in the graphic organizer, the writer composes five sentences to serve as topic sentences for each of the five paragraphs which retell the story.

In composing the five sentences use these, or other examples, of “What Counts.”

SOMEBODY Compose a million-dollar sentence with a when and where.

WANTED Compose a million- dollar sentence using a pronoun.

BUT Start a million-dollar sentence with however and paint a picture with words.

Use you your A – Z list to include some story vocabulary.

SO Compose a million-dollar sentence

Paint a picture with words (use feeling words and elaborate)

3. Each of the topic sentences is developed into paragraph by adding three or four detail sentences.Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of story: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Genre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| SOMEBODY | WANTED | BUT | SO | THEN |
|  |  |  |  |  |

SOMEBODY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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WANTED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

BUT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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SO \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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THEN \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Story Wheels**

Story Wheel is a reading activity designed to help students practice sequencing skills, summarizing a novel, visualizing story elements, and recognizing story structure. It can be used at any grade level and can be adapted for Social Studies or Science text. I have even adapted the   
size of the project so an individual student can complete a Story Wheel.

**Directions:**   
A. Trace a LARGE (3 feet in diameter) circle with chalk and a chalkboard compass onto colored butcher paper. Cut it out and fold it to make eight segments (pie pieces). Also cut a small circle (6 inches in diameter) from some of the scrap.

B. Trace another circle (2.5 feet in diameter) with chalk and a chalkboard compass onto white butcher paper. Cut it out and fold it into eight segments. Cut apart the segments.

C. Repeat the above two steps to make enough sets for the number of groups into which you will divide your students.

D. Divide the class into small groups, about 4-6 students each. Assign a story or book to the group to read.

E. When the groups have finished their assigned reading. Have them list the important events in the story. Emphasize that events should be chosen from the beginning, middle, and end of the selection.

F. Next have the students narrow the list of events to the eight MOST important. They may want to combine some events so they can properly summarize the plot. At this point I like to begin stressing proofreading and editing, requiring that the events be written in complete sentences.   
When they have reached a consensus, I check their work, making any needed suggestions.

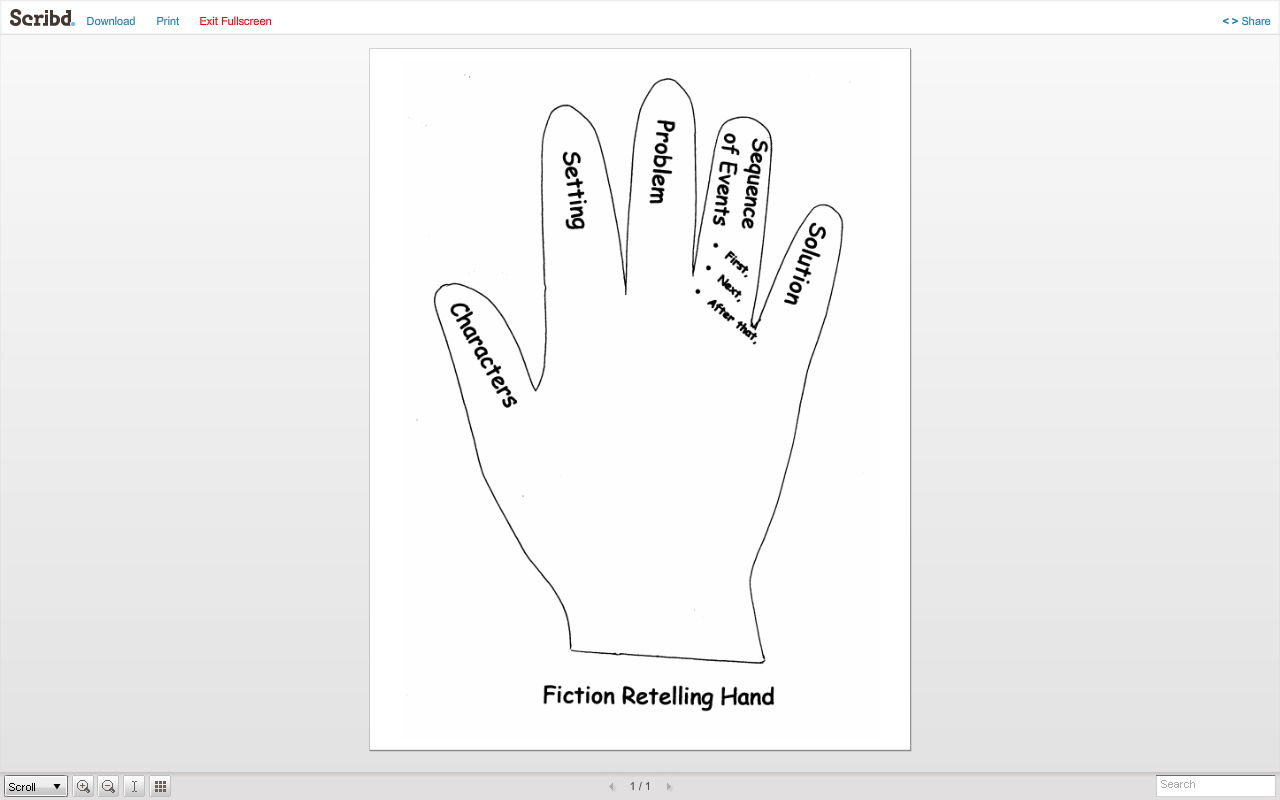
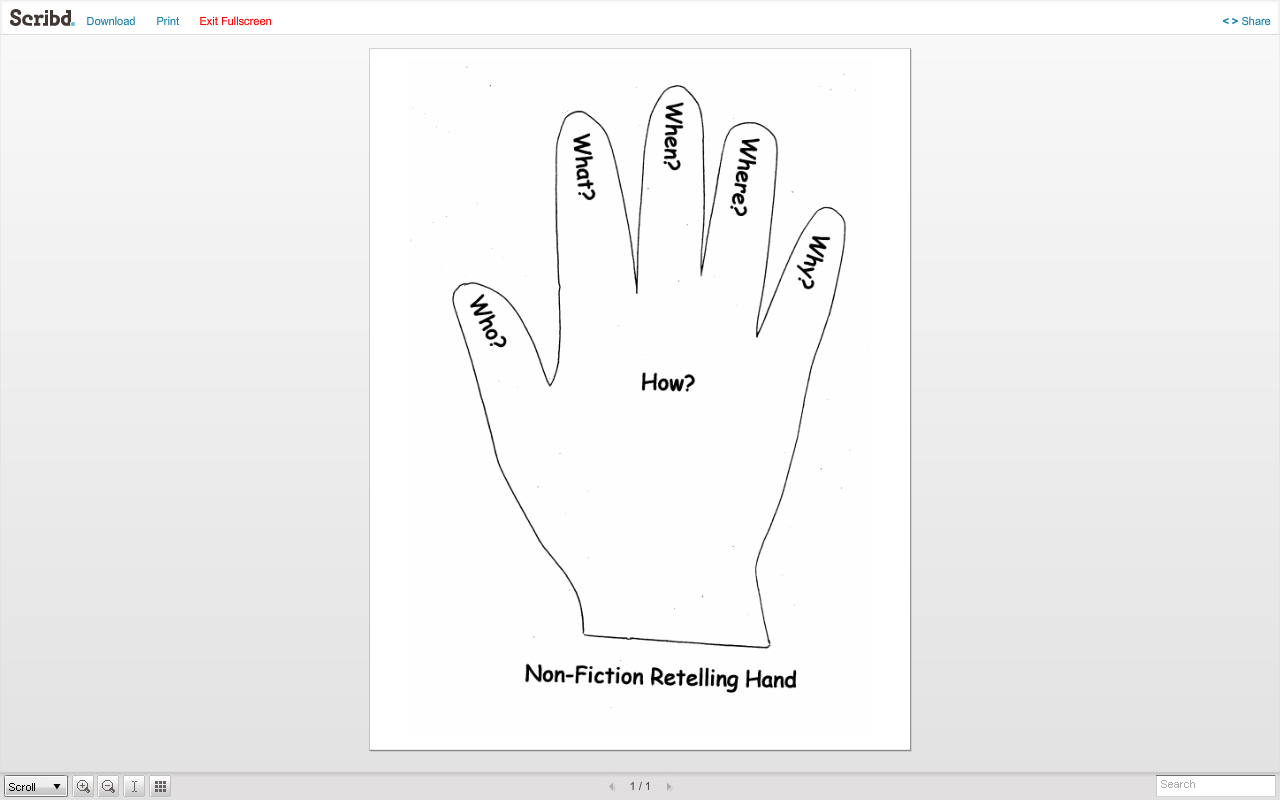
G. Once their choices are acceptable, have them write the events on the white paper segments, across the widest portion. Make sure they place a number in front of each sentence, indicating the order of the events.

H. Next the students should draw an illustration on the white piece below their sentence to accompany the event.

I. When all written work and illustrations are completed, the groups can glue the white pieces onto the large colored circle, centering the white piece on the colored segment.

J. Write the title and author on the small 6 inch circle and glue in onto the center of the wheel, over the white pieces' points.

K. Have each group share its Story Wheel with the whole class. These make wonderful displays for open houses, parent conferences, special luncheons, or whenever visitors are expected in your building.



**Hint:** Buy mini gloves to write on for your retelling hands. The students love to wear them!

**Four-Two-One**

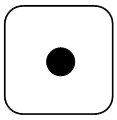
**Purpose:** To engage students in reflecting, evaluating, and integrating their own learning into prior knowledge.

**Description:** Four-Two-One uses learning partners or small teams to foster in-depth reflection and integration of significant information.

**Procedure:**

1. Ask students to individually generate four words that capture the most important aspects of the learning experience.
2. Share, with learning partners or in small teams, their four words and compile a list of the words they have in common. From this list, determine two words that they agree capture the most important aspects.
3. Determine the 1 word or big idea that best represents the most important learning of the experience.
4. Share the various lists generated by their group in order for the whole class to make as many learning connections as possible.

Hint: As a variation of this activity, have the students to generate phrases or sentences instead of words.

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**Four Two One**

**Word Sorter**

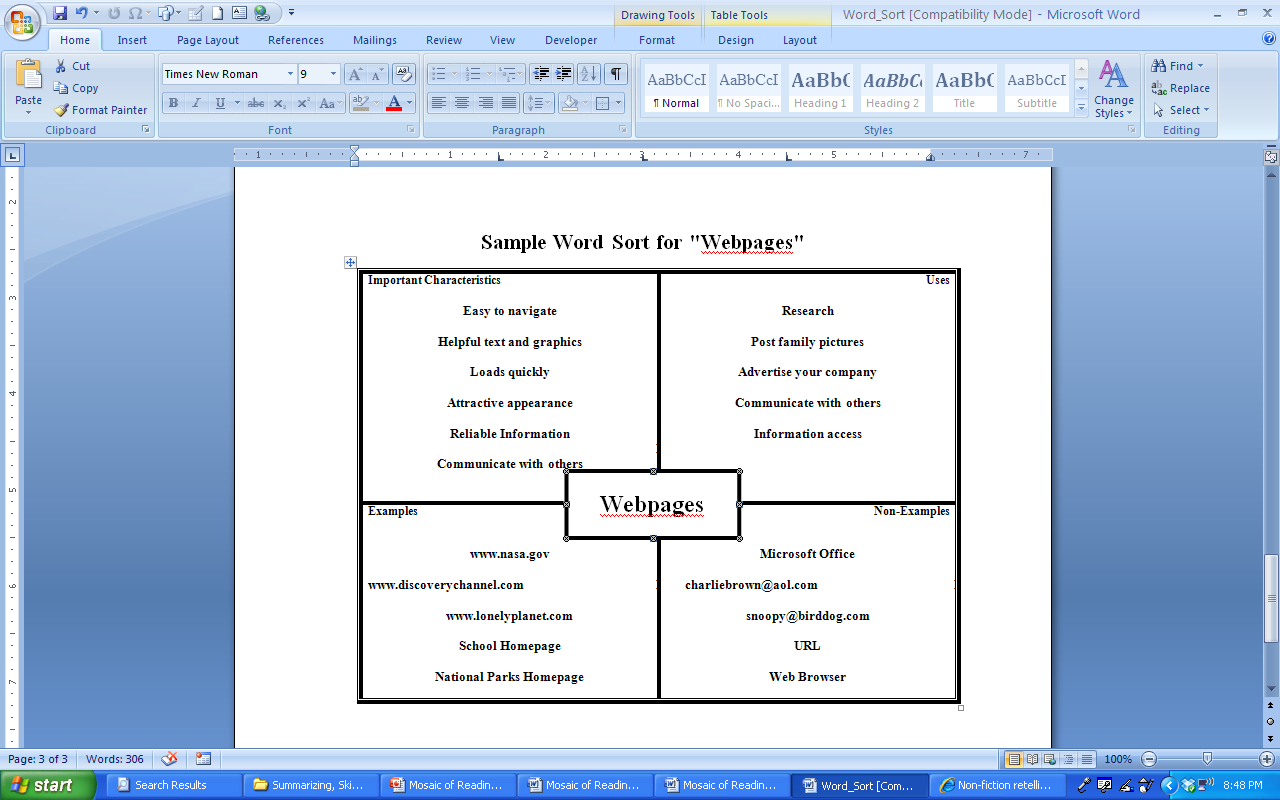
**Purpose:**  To engage students in the activity of classifying topics, words, phrases, into categories based upon their knowledge of the content.

**Description:** In this activity, students have the chance to classify topics, words, and phrases into categories. The process of sorting and classifying strengthens the student's ability to comprehend and retain difficult information. Through a discussion of possible solutions, students negotiate the contextual meaning of the topics, words, or phrases they are sorting.

**Procedure:**

1. Generate a list of words related to the topic for review. These words should fall into one of the following categories: Important Characteristics, Uses, Examples, and Non-Examples. (Hint: These categories can be changed to accommodate your topic of study.)
2. Make a copy of both of the word list and the Frayer Model graphic organizer on transparency paper.
3. Cut out the words on the word list and store in a zip-lock bag when not in use.
4. Lay the graphic organizer on an overhead projector.
5. Place word list words in the center of the graphic organizer one at a time (jumble the order) allowing students to identify the appropriate quadrant location for the word.

Hint: When using this as a warm-up activity, allow students to make errors that will be corrected as you teach your lesson. When using this as a review activity, identify mistakes and re-teach topics when students make errors.



**Sample Word List for "Webpages"**

[**www.nasa.gov**](http://www.nasa.gove) **Easy to navigate**

[**www.discoverychannel.com**](http://www.discoverychannel.com) **Helpful text and graphics**

[**www.lonelyplanet.com**](http://www.lonelyplanet.com) **Reliable information**

[**charliebrown@aol.com**](mailto:charliebrown@aol.com) **Loads quickly**

[**snoopy@birddog.com**](mailto:snoopy@birddog.com) **Attractive appearance**

**URL Microsoft Office**

**Web Browser Information access**

**Research Advertise your company/school**

**Post family pictures Communicate with others**

**School Homepage National Parks Homepage**

**Word Sort**

|  |  |
| --- | --- |
| **Important Characteristics** | **Non-Important Characteristics** |
| **Examples** | **Non-Examples** |

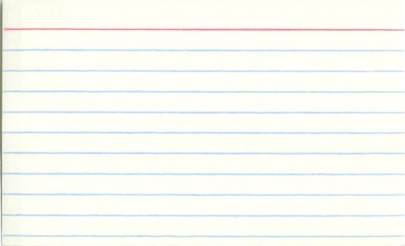
**Admit/Exit Slips**

A very powerful strategy that quickly becomes a favorite among students because of its “brevity”. Also, it is a valuable assessment tool for teachers.

In short, the students are “admitted” to the discussion/class by writing down on a card one piece of important information that they recall from the reading/previous day (if they can’t recall anything, they can write that down). An opportunity for questions and discussion follows.

Later, the students “exit” the lesson after noting on the card the new facts and concepts they learned after the lesson/discussing the topic.

Writing on index cards makes it easier for teachers and students to read and assess how much the students have learned from the process of composing their own questions and discussing them.

This strategy is especially helpful for showing students the power of coming up with their own questions and exploring them together with others. It quickly highlights that a single reading, with n reflection, often results in limited recall of specific details.

**Guidelines:**

**Admit**

* Give each student an index card.
* Have students write their names, the date, and “Admit” at the top of the card.
* Students write important information that they recall from their reading/last class.

**During the Class**

* Have partners write several discussion questions for the section that they read.
* Have partners share each question in a think-pair-share.
* Ask the partners to choose one questions, read it to the class, then share the highlights of their discussion.

**Exit**

* Ten minutes before the class ends, invite students to turn over their index cards and write “Exit” at the top.
* Ask students to write the new facts they learned in class from the discussion.
* Collect the cards and read.

### Jigsaw

The **jigsaw method** is a cooperative structure that holds each student accountable for the success of his or her group.

* Students are divided into base groups of about 4 students..
* Students count off (1, 2, 3, 4 etc.)
* The students then meet with the same number from the other groups- 4s, 3s, 2s, 1s, to form an expert group.
* The job of the expert group is to study a particular area of the content and then meet back with their base groups to teach that content to the base groups. The group may be asked to read a text that they will in turn share with other members of their base groups. They may also be asked to bring the research results from the expert group back to the base group to share.
* By doing this type of sharing, each student fits the pieces of knowledge and concepts together until the puzzle has been put together.
* Because “experts” are teaching each other important class material, it illuminates the necessity of all students reading/researching all areas – a great time saver!!

This process fosters shared responsibility for learning. Everyone has the chance to participate in their group and benefits from the dialogue with all learners in their groups.

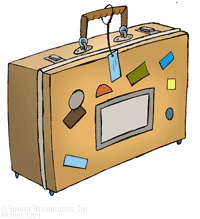
**Thinking Prompts for a Story**

|  |  |
| --- | --- |
| **I never thought that …** | **I thought …** |
| **I can’t believe that …** | **I think the author …** |
| **I wonder why …** | **What if …** |
| **I was surprised …** | **That reminds me of …** |
| **I can’t really understand …** | **I like the way …** |
| **My favorite part was … because …** |  |

After reading or listening to a story, have the students randomly choose one of the following cards and use the cards for prompting a discussion about the text.

**Pack Up Your Story**

Imagine that you are going to pack a suitcase about the story/text you just read. What will you take with you to help you remember your reading?

1. Use the “Pack Up Your Story” graphic organizer (there’s one for fiction and one for non-fiction). On the left-hand side of the T-chart write the key features of the story/text you have just finished reading. For fiction text, be sure to include the main characters, problem, key events, and solution to the story’s main problem, along with any other parts of the story you would like to take in your suitcase. For a non-fiction piece of text, include a list of the key facts that you have learned from your reading, paying attention to the different text features.
2. On the right-hand side write what item you would take with you to remind yourself of that part of the story. For example, if one of the characters of the story is a boy who likes to play hockey, you might like to take a hockey puck to remind you of the character. For non-fiction, you might use a picture of a frog to remind you of the adult stage of an amphibian’s lifecycle.
3. On a blank piece of paper draw and color the various items you would like to pack into your suitcase. You might like to include some pictures from magazines for some of your items.
4. Cut out each item. On the back of each one, write a sentence or two about how it is related to your reading.
5. Make a “suitcase” envelope”. Take a piece of paper, fold it in half and staple the sides together.
6. Place all of the items into your “suitcase envelope” with the title of the story written on the front the envelope. Decorate the “suitcase envelope”.
7. Share your suitcase with your classmates by pulling out the various items and explaining how they are related to your story.

**Pack Up Your Story (fiction)**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Story: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| 1. On the left-hand side of the chart, write the key features of the story you have just finished reading. | 1. On the right-hand side write what item you would take with you to remind yourself of that part of the story. |
| **Key Features** | **Items that remind you of key features** |
| main characters  problem  key events  solution |  |

**Pack Up Your Story (non-fiction)**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title of non-fiction text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| 1. On the left-hand side of the chart, include a list of the key facts that you have learned from your reading, paying attention to the different text features. | 1. On the right-hand side write what item you would take with you to remind yourself of that part of the text. |
| **Key Facts** | **Items that remind you of key facts** |
|  |  |

**Newspaper Article**

**You are a newspaper reporter and your assignment is to write a news article about the latest text you have read.**

1. Plan your article by answering the 5W’s (who, what, where, why, when) and H (how) of newspaper reporting. Record the answers to these questions about your article and record them on the Newspaper Article graphic organizer.
2. Think of a catchy headline for our article.
3. Write the lead of your article by beginning with the most important details of the text you read. Don’t forget to include the title and author of the text in your opening sentences.

**Tip:** Remember to use your 5W’s and H’s web to help you decide which details are the most important.

1. Write the body of your article with enough details to inform the reader about the text you are reporting on.
2. Write the ending of the article. Ask a classmate who have read the same text to talk about what they thought of the text. Use their personal reflection to write a quote about the text, and include the quote in the ending.

[](javascript:edit(2196))

**Newspaper Article**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Headline:

Who?

When?

How?

Where?

Why?

What?

**RAN (Reading and Analyzing Non-fiction) ORGANIZER**

Another useful tool is the RAN Organizer developed by Tony Stead. The RAN is used for Reading and Analyzing Non-fiction and teaches students how to interact with text. Many teachers are familiar with similar charts such as the KWL chart (what we Know, what we Want to know and what we Learned). It is also similar to the K-W-L-S (Know, Wonder, Learned, Still Wonder), and K-W-H-L (Know, Wonder, How Will I Go About the Learning, Learned).

The RAN takes into consideration other factors involved in learning, such as misconceptions, previous knowledge, questioning, new information and connections we can make to previous learning. What I really like about this chart is that it validates that as learners we make mistakes and that is okay.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WHAT I THINK I KNOW** | **CONFIRMED** | **MISCONCEPTIONS** | **NEW INFORMATION** | **WONDERINGS** | **CONNECTIONS** |
| **Before Reading**  Students use sticky notes and write down what they think they know about the topic. They stick them to this part of the board. If you don’t want to use sticky notes just brainstorm as a group. | **After Reading**  Move appropriate information from column one to here. Students should be able to show evidence from the text. | **After Reading**  Students may find that they were wrong. It is good to recognize that we are not always right. What if the text is wrong? Is everything we read correct because it is put in print? | **After Reading**  List any new information that students have learned here. Note where the information was found in the text. This allows struggling students a chance to see where the information was found. | **Before and/or After Reading**  Allow learners to experience that we may have questions that are left unanswered. As learners we may have questions that were answered in the text but we missed the information. If this is the case it is the perfect opportunity to model some reading strategies such as rereading or skimming. | **Before and/or After Reading**  This is a column that is added because it was relevant to what you may be doing. Sometimes you would use this column and sometimes you wouldn’t. Some students make connections to previous knowledge, personal experience, and current events. It is useful to bring such knowledge out to enhance learning. |

You may find that even with this chart you have to deal with information that students thought they knew but was not addressed in the text. Therefore, you may have a column for unverified information. Sometimes you could use all columns; sometimes you could choose four. It is beneficial to adapt the chart so that it works to support the outcomes that you want students to achieve.

You might find it useful to make an enlarged RAN chart and have the students use sticky notes to record their information. Sticky notes can then be moved to reflect learning.

**RAN Organizer**

Reading and Analyzing Non-Fiction

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WHAT I THINK I KNOW** | **CONFIRMED** | **MISCONCEPTIONS** | **NEW INFORMATION** | **WONDERINGS** | **CONNECTIONS** |
| **Before Reading** | **After Reading** | **After Reading** | **After Reading** | **Before and/or After Reading** | **Before and/or After Reading** |

**Contact Information**

I can be contacted at:

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The reading strategies included in this handout are also on the following wiki:

<http://readingstrategiesthatwork.wikispaces.com/>

If you would like to take a strategy and tweak it to make it your own, they can found on the wiki in a Word format. You do not have to become a member of the wiki to use it. You can always access the strategies by simply clicking on the links!

If you have any questions, comments, or have reading strategies that you would like to share, please contact me. I will upload your ideas to the wiki so that all educators can benefit from your terrific ideas. Credit will, of course, be given! The wiki will be a constant work in progress, so keep checking back!!

Good luck with the use of these and other reading strategies! The students with whom you work are lucky to have such dedicated educators!

This handout can be viewed at the **FlipSnack** website:

<http://snack.to/f3d1ef3dbf15bdd61563db6de6q398228>

Just click “Download” on the black task bar at the top of the page when you are viewing the book (full screen mode).

A teacher affects eternity; he can never tell where his influence stops.

**~Henry Brooks Adams**